

Diversity, Equity & Inclusion Plan Annual Report 2022- 2023

A Community College Plan for Inclusive Excellence within the SUNY System



Finger Lakes Community College State University of New York



ESTABLISHED 1965, CANANDAIGUA, NEW YORK

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The 2022 FLCC Diversity, Equity, and Inclusion Plan is dedicated in memory of Althea Jones-Johnson for her inspiration to think beyond ourselves and her leadership with courageous conversations. As a previous president of AALANA and the Alpha Epsilon Chi chapter of Phi Theta Kappa, Althea was a trailblazer who brought excellence in her personal and professional endeavors. We will never forget her lasting contributions to Finger Lakes Community College.

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Finger Lakes Community College Diversity Statement

At Finger Lakes Community College, we strive to create a welcoming, equitable community where differences are valued and respected. Diversity is strength—and nowhere is that more evident than in higher education. As an institution of higher education, we know that learning is enhanced when students, faculty, and staff interact with people whose identities, worldviews, and experiences are diverse in nature. At the same time, we recognize the long and painful history of exclusion and oppression that has brought us to the present day. As a campus community we know that we cannot enjoy the benefits of diversity without ensuring equitable and inclusive treatment for all. In particular, this means that Finger Lakes Community College must enact policies that reach out to those who have been silenced and marginalized.

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Presidential Statement

In the contemporary U.S. higher education marketplace, college and university values are typically profiled on every institutional website. Given our value of interconnectedness, Finger Lakes Community College is an institution strengthened by the diversity of our community, with each person contributing to varying perspectives on a campus committed to higher learning. As we appreciate and celebrate diversity in all its forms, FLCC is devoted to equitable access and opportunity for our students, faculty, and staff. In our new 2022-2023 Annual Diversity, Equity, and Inclusion Report, we have a snapshot of our progress as an institution. Focused on our goals to increase diversity, ensure equity, promote inclusion, and enhance outreach and engagement, FLCC is bustling with many initiatives that support the continuation of our great work.

This includes progress in enrollment and retention, our Racial Equity for Adult Credentials in Higher Ed (REACH) grant, our collaboration with the Urban League of Rochester, great work around DEISJ in our academic departments, diversity programming, and much more. The evidence is clearly apparent that FLCC is on the move, as our DEI work gives us purpose, embracing all forms of self-expression, identity, and communication. As president, it gives me immense joy to travel our halls and see differences across our campus community. This includes seeing the use of ASL in the cafeteria, attending an African dance event, hearing about our student experience, and supporting our personnel with new initiatives. Considering all the characteristics that make us different, we are connected by the common bond of humanity. In support of student success, let us ALL continue to learn and grow from each other!

Sincerely,

Robert K. Nye, President

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Chief Diversity Officer Statement



Dr. Sim Covington, Jr. (Red Shirt) at the University at Buffalo Higher Education Leadership Academy

The Office of Diversity, Equity & Inclusion at Finger Lakes Community College is fully committed to working collaboratively with our internal and external community to assess and support our strengths and challenges to create and foster an equitable environment that promotes healthy social change. Committed to activities focused on improving access, representation, and experiences among our faculty, students, and staff, we recognize the importance of community as the catalyst for collaboration, communication, and innovation. To this end, I am happy to present the 2022-2023 Annual Diversity, Equity, and Inclusion Report. This report serves as an annual synopsis of the progress Finger Lakes Community College has made around the six goals established in our original Institution-Wide DEI Plan. As noted during our Middle States Accreditation visit, FLCC is doing well in this area, and we still have room to grow. This second DEI report is both reflective and forward-facing as FLCC considers our DEI efforts as a matter of inclusive excellence. Working together to combat all forms of hate and bigotry, we unfortunately continue to see the elevation of explicit bias across the national landscape. As such, we value our identity as a higher education institution dedicated to addressing such issues via collective impact.

Highlights of the 2022-2023 DEI report include:

- Institutional highlights on hiring
- Diversity Spotlights (financial aid, esports, marketing)
- Progress regarding diversity-based admission
- Veteran support and hiring
- DEISJ Curriculum Efforts
- Academic Department Features
- Campus Climate and Programming
- Town/Gown Relations

Thank you, ALL, for your assistance in the development of the report.

Respectfully,

Sim J. Covington, Jr., Ed.D.

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As a community college, our mission is to serve all members of our service area through open access to education. It is in our DNA to change lives. Our students, staff, and faculty can truly fulfill our mission when all segments of our community are engaged.

Matthew Stever, Director of Admissions

Though colleges tend to tout the phrase “college for all,” students don’t often experience this when they enter college. FLCC’s mission includes both empowering students to succeed and fueling the cultural and economic vitality of our region. I believe focusing on diversity is one way to help us meet those goals. Diversity enriches the educational experience for all students, promotes personal growth, and strengthens communities as well.

**Jacqueline Tiermini, Liaison of K-14 Outreach and Partnerships
Professor, Humanities Department
Project Manager, Regional Education Continuum**

Diversity is important everywhere, but at an institution for higher education, diversity can promote critical thinking and teamwork while allowing people with various backgrounds an opportunity to lend their perspectives. Having multiple viewpoints and cultural representations forces people to think outside of their comfort zone – which is when growth happens.

Mary Beth Phillips, Director of Grants and Development

Diversity at FLCC is essential because: it encourages collaboration among different groups, breaks down barriers, helps eliminate biases, and fosters a more humanitarian approach to interacting with individuals. All cultures have different strengths that allow the student body better understand cultural norms, practices, and beliefs. This is very important because, as a school that has many different cultures attending, we are more prepared when we leave this school for the various situations that lay ahead."

**Naomi Cromer '23, AS Business Administration
Director of the Student Corporation Activities Committee**

Diversity is important at FLCC, to grow as a community for all our students. Everywhere around us diversity exists. Here at FLCC we have a diverse group of students. It’s about giving everyone a voice and making sure they know they have one. Our goals are to making everyone feel as though this is their community, and they do matter. Accepting and embracing our diversity at FLCC, guarantees academic success. It is said that college prepares you for the real world. What our students learn is something they will always take with them, no matter the destination. The diverse environment here prepares students for the diverse world outside of these walls. Diversity will always exist because everyone is uniquely different, so why ignore it?"

**Janeika Delgado '23, AAS Criminal Justice
Assistant Director of the Student Corporation Activities Committee**

For diversity, equity, and inclusion to work in higher education, it needs to be authentic. It is important that all voices are invited to contribute to both planning and implementation. When these voices are missing, institutions risk being exclusive and miss opportunities to make transformative changes.

Beth Johnson, Interim AVP for Instruction

Diversity, equity, and inclusion at an open access institution create an opportunity for students from all walks of life to tap into the transformative power of higher education. To build genuine relationships, it is essential that higher education institutions support individuals representing various social identities in a fair and equitable manner.

Megan Kennerknecht, Director of Financial Aid

“Diversity, equity, inclusion, and belonging are important in all industries, but particularly in higher education. Diversity on campus increases cultural awareness and critical thinking. It provides another mode of education in developmental growth, as well as promoting support and aspiration for all students, especially those historically underrepresented or marginalized, who look for representation in their faculty, staff, and institution. The goal and ambition of every higher education institution is to cultivate global citizens who have the aptitude to take an active role in their community and build a more harmonious and sustainable world.

Courtney Owen, Assistant Director of Housing & Residential Life

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Goal 1

Increase diversification of FLCC personnel: Strategically recruit, employ, train, cultivate, and recognize faculty, staff, and administrators from underrepresented backgrounds to support the achievement of greater quantity reflected in the diversity of employees across all segments of the institution.

Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

Objective 4: Improve engagement and interaction between the college and community

Objective 5: Ensure organizational sustainability

Strategic Objective # 1

Marketing of the institution for recruitment and retention of diverse stakeholders as a place of employment: With a lens on individuals from underrepresented backgrounds, provide a pathway for qualified candidates to assume full-time/part-time faculty ranks and actively recruit administrators and staff from historically marginalized backgrounds.

Strategic Objective # 2

A Military Friendly campus, FLCC will increase efforts to have individuals with veteran status reflected in our institutional personnel. As an institution of higher learning, we aim to achieve a balance of representation of veterans in line with national, state, and regional demographics, and maintain a commitment to retention and promotion of such individuals.



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The Community is Checking Out our Efforts around DEI!



Based on information provided by the Marketing Office, our new diversity web presence (flcc.edu/diversity) has been performing exceptionally well over the last year:

- FLCC’s diversity content is showing up 25% more frequently in web searches, making our DEI work more visible to the public.
- The page is serving various audiences well, with an even split of visitors navigating to the “initiatives” page, the “resources” page, and other strategic pages (about FLCC, Laker Voices, President’s Office, Mission).
- The new initiative and resource pages are routing our visitors to valuable content such as disability services and adult education.
- Users are spending more time reading about our work – especially on the initiatives page (averaging 2.5 minutes per session).
- A strong bridge between DEI webpages and Student Life webpages (users go back and forth from student life content to DEI content, and vice versa) shows that diversity is a core part of the student experience.

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From our Office of Human Resources



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FLCC Diversity Applicants by the Numbers

2020	2021	2022
Veterans: 4.63%	Veterans: 10.64%	Veterans: 3.36%
Disability: 6.72%	Disability: 56.17%	Disability: 14.43%
Race/Ethnicity: 4.5%	Race/Ethnicity: 13.3%	Race/Ethnicity: 24.3%

* The veteran and disability Categories pertain to percentage of the total applicant pool, and the Race/Ethnicity numbers are reflective of applicants hired at FLCC.

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Served our Country, Now Serving our Campus: Armed Forces Continue to Make an Impact at FLCC!

A silver-level veteran support designated campus, FLCC continues to increase our efforts to have individuals with veteran status reflected in our institutional personnel. As an institution of higher learning, we aim to achieve a balanced representation of veterans in line with national, state, and regional demographics, and maintain a commitment to the retention and promotion of such individuals.

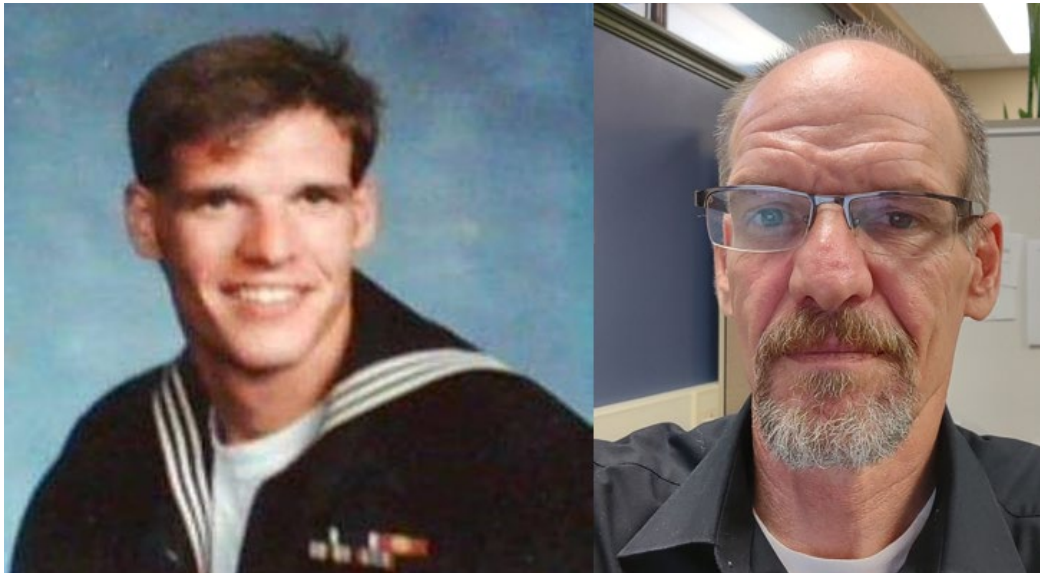
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Technical Sergeant Christina Hamblin joined the Army in 2004, right after high school. She joined the Air National Guard after her Army enlistment and will be celebrating her 19th year of service this February. Christina has traveled the world, but her favorite place to be is at home with her family. The best thing that she has gotten out of serving is her education and the chance to meet people from all different life paths.

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Patrick Bennett has 9 years of active-duty service in the U.S. Navy from July 1990 – Aug 1999. He served on the USS Scott (DDG-995), Kidd Class Guided Missile Destroyer, as an Operations Specialist Second Class Petty Officer, Surface Warfare Specialist (OS2(SW)) from 1991 - 1996. Later he served at Fleet Combat Training Center Atlantic (FCTC-Lant) as an instructor from 1996 – 1999. While on the USS Scott, he filled various positions as a Surface/Air, 2D and 3D Radar Operator, Navigation Plotter, Air Intercept Controller as well as direct assistance to the Operations Officer and many other duties. While at FCTC-Lant, he was the system expert for Data Link System 16 while establishing the first fully interactive electronic classroom used on the East coast. This classroom allowed for an increase of annual students being trained while reducing the total annual cost. Patrick has been with FLCC since August 2022, bringing over 22 years of logistic, warehousing, and training knowledge to the Workforce and Career Solution Office.

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Making an Impact on DEI Veteran Support



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**Andrea Brown,
Assistant Director for Student Life
Leadership Ontario Graduate
ATHENA Nominee**

Finger Lakes Community College has received **Military Friendly Schools designation – Silver** for the 2023-2024 academic year! FLCC has received Military Friendly designation each year since 2014. The level has varied from year to year, based upon our comparison to other schools that participate in the survey within our category for a given year. We can all be very proud of our Silver status for 2023-2024. Receiving this honor directly speaks to our dedication as a College to the military community. Our full school profile can be found on the Military Friendly Schools website here: <https://www.militaryfriendly.com/finger-lakes-community-college-is-military-friendly/> More information on what it means to be Military Friendly, and the process can be found here: <https://www.militaryfriendly.com/faqs/> Please feel free to share this exciting news far and wide!



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Goal 2

Increase diversification of the FLCC student body: Focus on the quantitative representation of diversity within the student body, aimed at student success and reflected in recruitment, retention, and completion rates.

Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

Objective 3: Meet the needs of high demand sectors in our region

Objective 4: Improve engagement and interaction between the college and community

Objective 5: Ensure organizational sustainability

Strategic Objective # 1

Retention of Students from Underrepresented Backgrounds

Strategic Objective # 2

Recruitment of Students from Underrepresented Backgrounds



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Diverse Student Body Recruitment Efforts

The recruitment of underrepresented groups is part of the college’s strategic enrollment management plan. The figures and initiatives highlighted in this section pertain to the degree and certificate-seeking students who submitted an application to FLCC for the fall 2022 semester.

The number of applicants who indicated they are Asian or Pacific Islander, Native American, Black, multiracial, or Hispanic (here forward referred to as students of color) **increased from 1,325 for fall 2021 to 1,593 for fall 2022. We enrolled 454 new students of color in fall 2022, up from 338 in fall 2021. Overall, students of color from all ages and geographic markets represent 31.5 % of the new students who enrolled in fall 2022.**

A contributing factor to the increases in both applications and new enrolled students was the decline experienced in fall 2021. This dip could be contributed to changes in recruitment strategy by the Admissions Office and the behavior of college-bound students at the height of the pandemic. The expansion of the SUNY Online initiative in fall 2022 made an impact.

This SUNY partnership brought in a diverse student population, with respect to age, geographic location, ethnicity, and race. Recently, FLCC has been making special efforts to welcome additional Hispanic students through outreach, events, and translated materials. Out of the total student of color pool, applications from Hispanic individuals reached 508 in fall 2022, with 153 new students enrolled.

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As we emerge from the pandemic, the Admissions Office is expanding recruitment efforts to support diverse student enrollment:

- **NYC recruitment, including a bus trip for admitted students, college fairs, school counselor events, CBO engagement, SUNY events, and direct marketing campaigns.**
- **Partnering with EOP to improve the pipeline for eligible students.**
- **Recruitment in our secondary market of Monroe County and the Rochester City School District.**
- **Online appointments to serve location-bound students.**
- **Staffing, marketing, and recruitment goals tied to the Perkins grant for career and technical education.**

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Collectively, the college has engaged and cultivated relationships with community-based organizations such as Migrant Ed, Urban League, Encompass Future Ready, and the College Bound Initiative to build relationships with prospective scholars as well.



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Diverse Student Body Retention Efforts

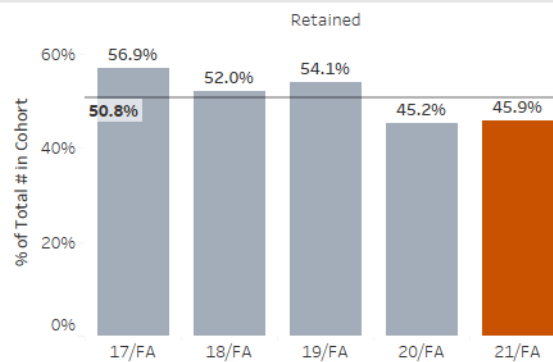
Overall Student Body Data

Fall-to-Fall Retention

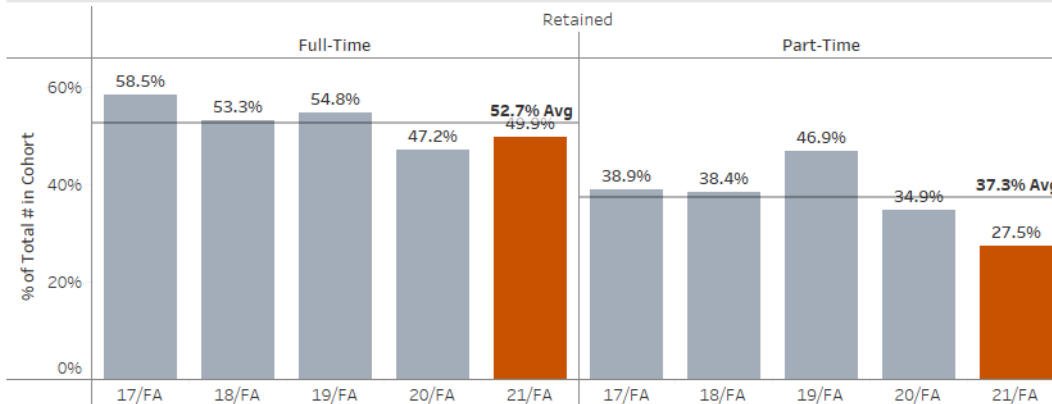
Retention for matriculated first-time-in-college students (New) after one year

Overall Fall-to-Fall Retention

New, Full-Time & Part-Time, Students by Fall Cohort in Matriculated programs



by Credit Status



Retention	Credit Status	17/FA		18/FA		19/FA		20/FA		21/FA	
		# in Cohort	% of Cohort	# in Cohort	% of Cohort	# in Cohort	% of Cohort	# in Cohort	% of Cohort	# in Cohort	% of Cohort
Retained	Full-Time	626	58.5%	481	53.3%	517	54.8%	422	47.2%	432	49.9%
	Part-Time	37	38.9%	33	38.4%	38	46.9%	59	34.9%	52	27.5%
Not Retained	Full-Time	444	41.5%	421	46.7%	427	45.2%	473	52.8%	434	50.1%
	Part-Time	58	61.1%	53	61.6%	43	53.1%	110	65.1%	137	72.5%
Grand Total		1,165	100.0%	988	100.0%	1,025	100.0%	1,064	100.0%	1,055	100.0%

Retention: Defined as students who enroll in the following fall term after initial fall cohort entry AND/OR have completed a degree by then.

Avg Reference Line: Computes the average of the sum of each cohort retention rate

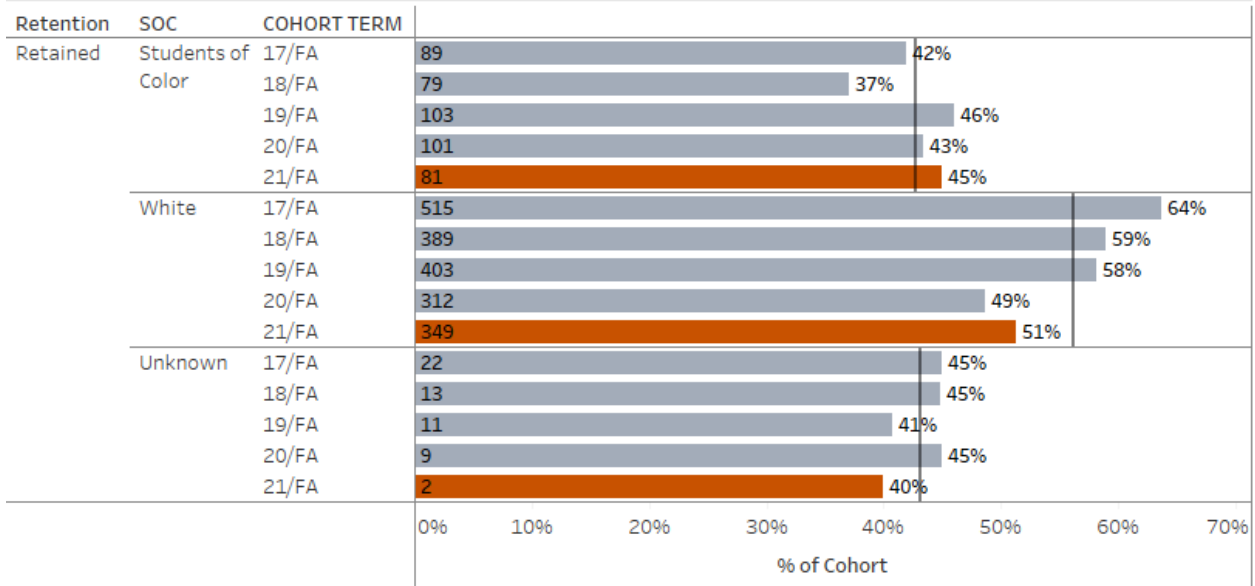
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Student Retention by Demographics: Students of Color

Cohort retention for New Full-Time Matriculated students

The values in the inner left of each bar are the number of students in each cohort. The percentages on the outside right of each bar are the retention rates for each cohort subcategory.



Retention: Defined as students who enroll in the following fall term after initial fall cohort entry AND/OR have completed a degree by then.

Note: The grey line in each demographic subcategory signifies the average retention rate across all cohorts.

Diverse students are staying at FLCC!

As indicated in the graphic information presented above and below, as a predominately white institution (PWI), FLCC is proud to share that it is retaining Students of Color at a high rate.

For example, in fall 2021 FLCC retained 45% of our Students of Color, compared to 43% in fall 2020. Whereas, in fall 2021 FLCC retained 51% of our White students, compared to 49% in Fall 2020.

To this end, even with the impact of the COVID-19 pandemic, FLCC has been able to successfully minimize the impact on our Students of Color. Furthermore, our fall 2021 retention data indicates that FLCC's diverse students are approximately at or above our diverse student retention rate averages over the last 5 years!



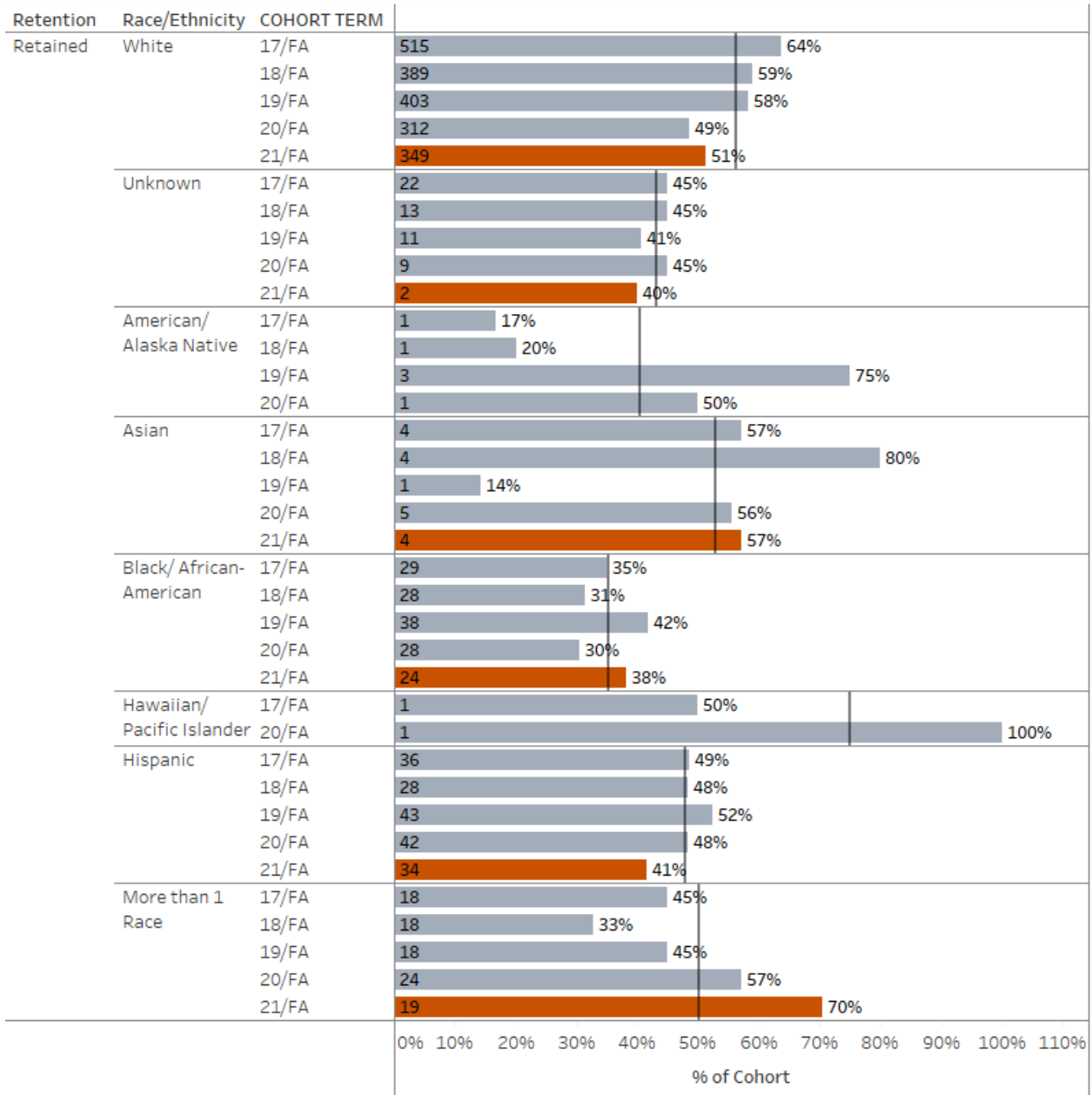
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Student Retention by Demographics: Race/Ethnicity

Cohort retention for New Full-Time Matriculated students

The values in the inner left of each bar are the number of students in each cohort. The percentages on the outside right of each bar are the retention rates for each cohort subcategory.



Retention: Defined as students who enroll in the following fall term after initial fall cohort entry AND/OR have completed a degree by then.

Note: The grey line in each demographic subcategory signifies the average retention rate across all cohorts.

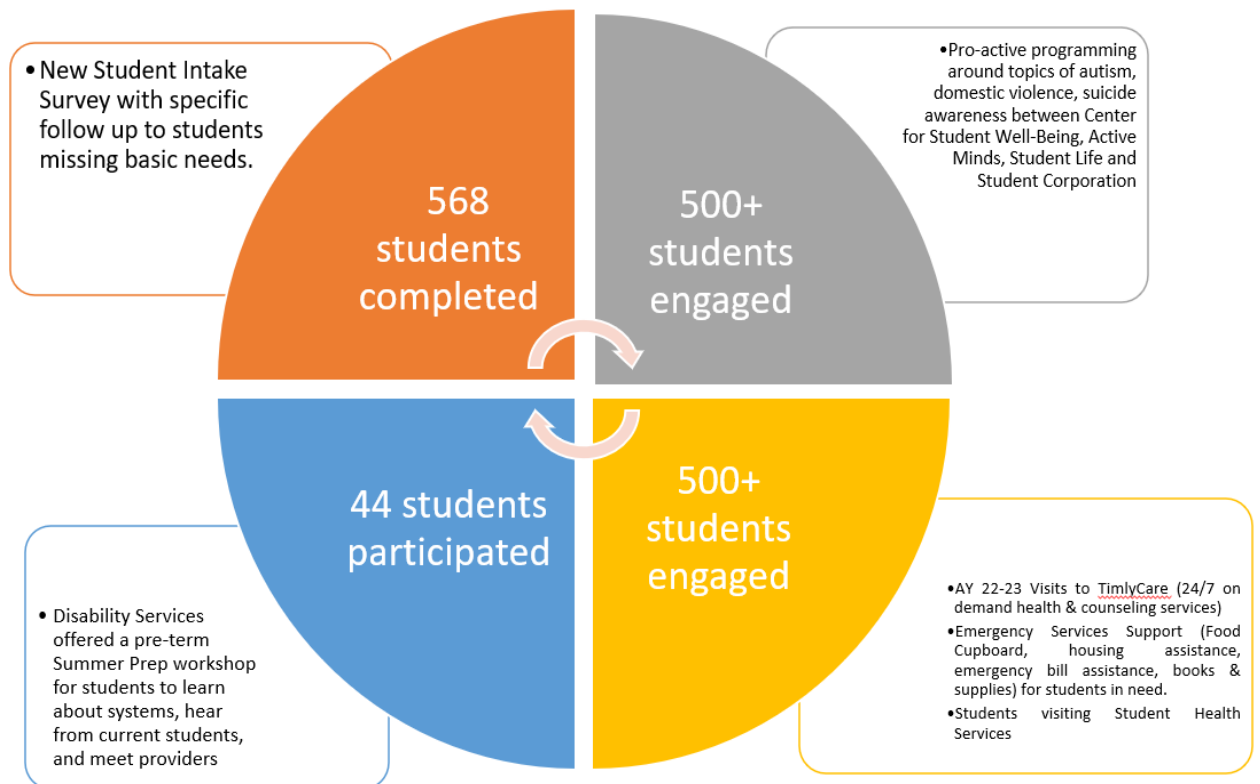
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AVP of Student Affairs and Team Influencing Retention!



Student Affairs Supporting Diversity, Equity, Inclusion & Justice



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EITA Plan and Accessibility Statement

Continuing to be progressive as a campus community, FLCC has made progress with our Electronic Information Technology Accessibility (EITA) Plan.

The procurement was handled via SUNY, accessibility was one of the elements that were judged via the RFP process. There was campus representation throughout the process.

Accessibility is a requirement of all D2L projects. Brightspace products have equal and inclusive learning opportunities and comply with WCAG AA accessibility benchmarks. WCAG 2.1 Level AA accessibility standards ensure maximum interoperability with assistive technologies, browser plug-ins (for example, the [OpenDyslexic Font for Chrome](#) for learners with dyslexia), and operating system preferences for alternative display and access to web content. This includes, but is not limited to screen readers, braille outputs, screen magnifiers, color contrast plug-ins, and tools to support reading comprehension. D2L Project Management reviews and documents any exceptions and shares those exceptions in the VPAT documentation. D2L also supports simplified navigation and formatting, and responsive navigation for tablets, mobile devices, and other narrow screen displays adhere to and enhance the accessibility benchmarks D2L sets for users requiring assistive devices. D2L has created responsive, accessible content templates that are free to use. Daylight Content Templates, for use in the Content tool, are available under a creative commons license on the Brightspace Community. These templates allow instructors and instructional design teams to create HTML documents that match the look and feel of the Brightspace interface.



Ryan McCabe
AVP for

[Brightspace has a website dedicated to accessibility within their system.](#)

We also continue to use Ally which allows for alternative formats

Advanced machine learning algorithms automatically provides all students access to:

- Immersive Reader: Aid reading comprehension and grammar skills. Internet required.
- Beeline Reader: Enhanced version for faster and more focused on-screen reading.
- OCRred PDF: Makes scanned documents searchable and more readable. Reduces file size.
- Tagged PDF: Structured PDF for improved use with assistive technology.
- Audio: MP3 version for listening on personal devices and in more contexts.
- ePub: For reading as an e-book on an iPad and other e-book readers.
- Electronic braille: BRF version for consumption on electronic braille displays.
- HTML: For viewing in the browser and on mobile devices.
- Translated version: A machine translated version of the original document.

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Goal 3

Incorporate DEI into the Curriculum and Instruction Practices (material/pedagogy): Provide opportunities for students to engage in meaningful academic-based experiences aimed at fostering an understanding of themselves and others, around issues of social justice, positionality, intersectionality, and civic engagement. Incorporate High Impact Practices (HIPs) proven to support the retention of students from underrepresented backgrounds.

Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

Objective 4: Improve engagement and interaction between the college and community

Objective 5: Ensure organizational sustainability

Strategic Objective # 1

DEI Woven into Institutional Course Offerings

Strategic Objective # 2

Continued incorporation of High Impact Practices in support of meeting the needs of a diverse student body (AAC&U).



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DEI General Education Requirements



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On November 9, 2021, the SUNY Board of Trustees passed Resolution 2021-48 establishing the new SUNY General Education Framework (SUNY GE) effective fall 2023, for new first-time students entering AA-, AS-, and baccalaureate-degree programs; and effective fall 2024, for new first-time students entering AAS-degree programs. Among the required knowledge and skills categories is a new requirement: Diversity, Equity, Inclusion, and Social Justice (DEISJ). This requirement aligns with the FLCC’s DEI Plan (2020-2023) Goal 3, which seeks to, among other things, provide opportunities for students to engage in meaningful academic-based experiences aimed at fostering an understanding of themselves and others, around issues of social justice, positionality, intersectionality, and civic engagement.

Consistent with the 1967 statement endorsed by the American Association of University Professors (AAUP),

“faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction...faculty sets the requirements for the degrees offered in courses, determines when the requirements have been met...”.

FLCC faculty, beginning in spring 2022, met in departments and in campus governance structures to determine how best to meet and assess the required learning outcomes in courses approved to fulfill the DEISJ category

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In the fall of 2022, FLCC began approving courses to meet the new SUNY DEISJ knowledge and skills area. In keeping with established practice, as well as expectations from the Middle States Commission on Higher Education (MSCHE), courses to be approved in the category must clearly address and assess the learning outcomes. The SUNY General Education learning outcomes in this category state that students will:

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

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The following courses have been approved through February of 2023:

- PSY 100 - Introduction to Psychology
- PHL 103 - Ethics
- PHL 205 - Philosophy, Sex, and Gender
- ANT 110 - Human Prehistory
- ANT 111 - Cultural Anthropology
- ANT 200 - Comparative Cultures
- ANT 206 - North American Indian History and Cultures

Staying HIP at FLCC: High Impact Practices making a difference for our Students of Color!

2021-2-22 Academic Year

Total 603
Black/African American = 36
American/Alaska Native = 1
Asian = 4
Mixed Race = 23
White = 504
Unknown = 34
Latinx = 35 (7 also identified a race)
First Gen = 320
Pell Eligible = 601

Academic Departments

Health Science & Human Performance

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FLCC Health Care Studies students spent four weeks researching different cultures or populations and their beliefs relating to healthcare. They reviewed the principles of ethics and how it relates to treating patients, communication, and marketing. The in-person students deliver a presentation with a minimum of 5 slides to the class. In-person classes also participate in case studies on various cultures and healthcare. The online sections earned cultural competency certification through an accredited nursing site. Diversity, Equity, Inclusion, & Social Justice Initiatives are spread throughout the ethics in healthcare course. Including moral and legal rights of individuals, healthcare as a right or privilege, as well as healthcare in different cultures and their beliefs on reproductive health, end of life, and genetics.

The students did case studies on the legal and ethical principles of cultural traditions. Discussion of unethical scientific experiments really brings to life historical DEISJ travesties. In the Nutrition and Dietetics program, we continue promoting cultural equality through discussions of nutrition, access to wholesome foods, and disease states throughout various communities and cultures. Assignments have been reworked to remove language that makes it more friendly to various populations and cultures. Our Nutrition and Dietetics staff met with a student who successfully overcame an eating disorder and with representatives from the WNY Comprehensive Care Center for Eating Disorders at the University of Rochester School of Nursing where they discussed our assignments and the best wording for future students of all backgrounds. Along with these initiatives, our EMS program has diverse instruction including an employee who recently transitioned and is doing very well.

Visual and Performing Arts

FLCC's Visual and Performing Arts Department has a long-standing practice of diversity and inclusiveness in its curriculum, its exhibits, and its performances. Art classes analyze objects made by people around the globe seeking to understand how specific cultures express their values. Communications courses work with students to define and developed their intercultural communication competency. This work requires an understanding of what constitutes a culture and the ability to recognize obstacles and accelerators: stereotypes, prejudice, chauvinism, etc. Studies in mass media, be it digital, print or video, require students to look at how a message is crafted to reach particular audiences. Those studying music explore a variety of musical styles and music-making traditions from around the world. This includes an examination of the people, places and cultures involved in its creation. Similarly, the Theatre Arts curriculum focuses on representational plays, productions, and performances from around the world and within their cultural contexts. The fall 2022 mainstage musical production, *Tick, Tick...Boom*, featured a diverse cast and was set in the shadow of the 1980s-1990s AIDS epidemic.

The arts are particularly suited to help students explore diverse perspectives through each mode's varied expression of personal identity and cultural experience. Each area of the Visual and Performing Arts department is also committed to offering diverse selections for performance. This enriches both the

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students' co-curricular experience, by providing them an opportunity to perform in material from a variety of cultures and historical periods, as well as helping to enrich the larger community's cultural awareness and appreciation.

In addition to course content and performances that exhibit cultural awareness, throughout 2022 Visual and Performing Arts faculty revised programs to include courses that meet the entirety of the SUNY General Education DEISJ definition. Communications faculty began developing two new courses that will carry the DEISJ designation. One of these, tentatively titled: *Communication and Democracy (The Quest for Freedom, Equality, and Inclusion in America)*, is being developed by a faculty member hired in August 2022, that has training in incorporating DEI in the classroom, and has researched and published material related to stereotyping in advertising and its impact on body image. The other course, tentatively titled: *Cultural Communication*, is being developed by a faculty member that is completing a certificate course in DEI while on sabbatical. Whether it is part of an art exhibit, digital production, music recital or theatrical production, the Visual and Performing Arts department is committed to diversity, equity, and inclusion.

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Humanities Department

Faculty in the Humanities Department have taken leadership roles in several areas to support Diversity, Equity, and Inclusion and Social Justice efforts at the college.

The department hosts the first two courses to be approved by the college governance system to meet SUNY General Education outcomes for DEISJ. One is PHL 103, Ethics. The course's General Education Assessment Plan, authored by Assistant Professor Mark Worrell, describes the course: "The course examines how ethical theories and perspectives can contribute to a critical examination of past and current practices that may suggest how understanding ourselves as moral beings is linked to commitments to considering and building future practices that orient towards more viable social networks that support beliefs, habits, and policies less tainted by discriminatory and exclusionary practices that marginalize opportunities along categories or race, sex, class, gender, sexual orientation, species membership, among others."

The second course approved with SUNY's DEISJ outcomes is PHL 205, Philosophy, Sex, and Gender. The General Education Assessment Plan, also authored by Prof. Worrell, explains the goals of the course: "The course studies how axes of power, privilege, oppression, and possibilities for transformation are evident in the ways instructional structures, regulations, and cultures rely upon androcentrism, heteronormativity, and oppositional dualisms to define, ground, and perpetuate conventional frames of sex and gender in the navigation of self-identity within society."

The Humanities Department houses two academic degree programs, AA American Sign Language and AA Creative Writing. The program coordinators for each have incorporated DEISJ statements into the narratives describing their programs. For ASL, coordinator Delia Ackerman described the program this way: "In the fully immersive classroom, at each level of ASL, students are learning multiple aspects of social justice, diversity, equity and inclusion... The modality of, and immersion in the language, expose students to equity and inequities in minority language usage and to the diversity of the people that use the language, not only in the United States but in Signed Languages across the globe." In addition, Prof.

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Ackerman works to bring diverse presenters to campus. For the spring 2023 Laker Day, Prof. Ackerman is working to bring a presenter who is a member of the Deaf and LGBTIQ communities; this workshop would center on the appropriate signs for those in the LGBTIQ community.

In the Creative Writing program, DEISJ is embedded in multiple places, so students encounter these principles through the lenses of different disciplines, according to coordinator Jon Palzer. The foundational exposure is through students taking a Social Science course such as Psychology, Sociology, Anthropology, and History where students learn how different types of people live, behave, and create across varying socio economic and cultural environments, present and past. This learning is critical for students who must write in a variety of points of view and for a range of audiences. Students will use DEISJ knowledge in their 200-level writing workshops to create just and inclusive creative works with realistic character development and settings that go beyond the boundaries of their own lived experiences.

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In addition, faculty in the Humanities Department, both full-time and adjunct, regularly include texts by persons of color and members of underrepresented groups in their teaching. In the current semester, a partial list of these works includes:

- *Nothing to See Here* by Kevin Wilson, about a lesbian relationship
- *Deacon King Kong* by James McBride, focuses on the multi-cultural experience in a 1969 post-Civil Rights Brooklyn housing project
- *Hidden Valley Road: Inside the Mind of an American Family* by Robert Kolker, about a family who has 12 children, six of them with schizophrenia
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, about a Black woman whose immortal cells changed the worlds of science and medicine in the 20th century
- *There, There* by Tommy Orange, which focuses on contemporary issues facing indigenous people in urban Oakland, CA

Finally, Professor Deborah Ferrell is working with APCI to update CIN 263, Minority Groups in Film, and CIN 264, Global Cinema, both of which will meet the SUNY General Education DEISJ outcomes.

Environmental Conservation and Horticulture Department

The Environmental Conservation Department practices equity and inclusion in many aspects of our work. We also privilege the topics of diversity and social justice with our students and within the professional work of our department.

First, we want to discuss equity and inclusion. Many of our classroom activities include outdoor experiences. We work hard to ensure that students of all physical abilities have equitable access to our field experiences and travel trips. We have committed people and resources (including an all-terrain wheelchair) to getting all students access and inclusion in outdoor activities regardless of physical abilities. Our department also manages the three campus locations away from the main campus including our field stations, Muller, and East Hill, as well as the Viticulture center. One of Muller Field Station's primary strategic goals is to provide equitable outdoor experiences for all students. Efforts to meet this goal include the recent installation of a fully accessible kayak launch dock. Additionally, as we

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renovate our campuses, we will continue to look for ways to ensure and improve access for people of all abilities.

A hurdle for student success in the STEM fields can be developing their science identity – seeing themselves in their chosen profession. We strive to create inclusive classroom atmospheres that encourage camaraderie and mutual respect among students and professionals regardless of identities. We also strive to include texts, teaching materials, and visiting lecturers that represent a wide range of identities. We model professionalism to our students as well as discussing equity, inclusion, and the value of a diverse workforce. Lastly, we pride ourselves on very high-quality one-on-one advising with our students. We work closely with them to identify any individualized barriers to their success and assist students to get past them.

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Our professions are known to be low in diversity especially with gender, race, and physical abilities. Data on additional identities is limited. Our awareness of this issue has led us to take the following actions as a department to increase the diversity of all identities. To inspire a greater diversity of students to enter the field of conservation, a strategic goal of the Muller Field Station is outdoor educational experiences for historically underrepresented individuals (e.g., BIPOC, LBGQT, physically disabled). To meet this goal, we have increased K-12 programming for regional urban school districts and are developing partnerships with relevant local organizations and social groups. Current FLCC students can participate in an internship opportunity with the K-12 education program, learning more about engaging and inspiring a diverse next generation of conservationists.

Our Viticulture program notes that the wine industry has traditionally presented, intentional or not, several hurdles of implicit bias and institutional racism that have affected many aspiring young people and maintained an industry lacking in diversity. Because the FLCC Viticulture and Wine Technology program is uniquely positioned for placement directly into winemaking and grape growing management positions, we have the unique challenge and opportunity to directly address the industry's lack of diversity. To increase diversity in this field, our Viticulture team is actively working to recruit a more diverse student cohort. By meeting with the local Urban League, regional high school students, and partnering with the Roots Fund, we are seeking to engage with a diversity of young people, middle-aged people looking for a career shift, or retirees looking to plant a vineyard, and let them know that working at a winery is a lot of fun and a very rewarding career choice.

In addition to efforts to increase the diversity of our student body, we are also committed to ways we can diversify our professional team. We plan to review our advisory board memberships and add members to ensure that numerous identities are represented on our boards. Also, as new positions become available on our team we will collaborate with minority-serving institutions and scientific societies that serve persons from underrepresented groups to intentionally recruit a diverse population of candidates for open positions.

This past year we aligned our AS Environmental Science program to the new SUNY outcomes. Next year we will align our five AAS degree programs. For our AS program we allow students to choose any SUNY General Education approved Social Science/DEISJ Elective. This course will provide the cornerstone for DEISJ learning outcomes in the Environmental Science degree. This, coupled with our CON 100 (FYE) course, will give students a curricular foundation for DEISJ in our field of study. We discuss aspects of

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DEISJ in many course topics including the history of conservation, critical thinking and bias, and the lack of diversity in our profession and the need and mechanisms for change.

Lastly, our course content often includes issues of Social Justice. Environmental justice, in particular, is a theme that comes up early and often in many of our courses including Environmental Science, Cannabis Regulation, Natural Resource Law, Introduction to Conservation and many more courses. Topics include the disproportionately high impact of waste disposal locations (nuclear, solid waste, wastewater and more) on marginalized communities, as well as the true cost of natural resource consumption on people and the environment. These conversations are paired with thorough studies of the history of our professional fields that includes noting whose voices were not included along with the traditional voices discussed. These conversations culminate in discussions around examples where natural resources are better managed when all voices are included, and no one is disproportionately impacted by resource consumption.

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The Conservation and Horticulture Department maintains a strong commitment to engaging in DEISJ work as we work to improve our profession and educate our students.

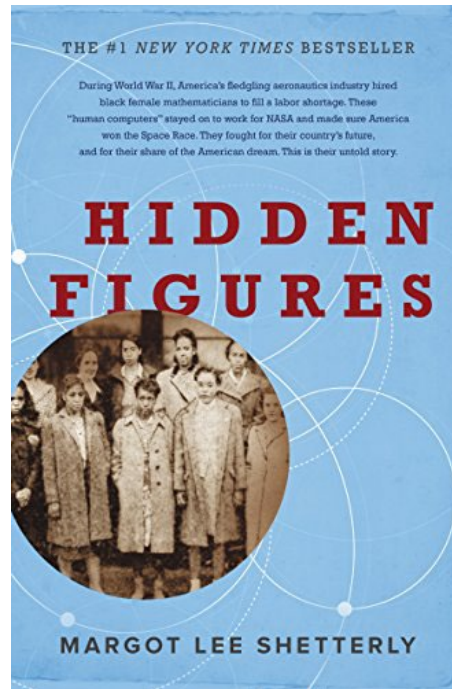
Mathematics

Mathematics faculty employ pedagogical techniques that support an inclusive environment. They incorporate growth mindset and productive persistence practices, techniques proven through research to lower students' belonging uncertainty. Mathematics faculty seek to engage all learners and value each student's contribution to class discourse. Several faculty members incorporate small group work into their face-to-face classes. In his asynchronous online courses, one faculty member has implemented "Community Problems" as a core activity to expand opportunities for learners to engage in social learning and to allow for multiple attempts at mastering the content. Others who teach online classes make use of discussions to create classroom community and connection, and to deepen students' understanding of the course content.

Efforts to increase economic equity for our students include the use of free or lower cost course materials. Students enrolled in Algebra and Introduction to Functions (MAT 097), Mathematics for Liberal Arts (MAT 101), and Survey of Functions I (MAT 145) benefit from the use of in-house created textbooks. In many instances, students in these courses may access the text as a free pdf or they may choose to purchase an affordable in-house printing of the text. The author of the textbook used in Mathematics of Money, MAT 110, is one of our full-time faculty members and he has made a commitment to students here being able to access an affordable version of the print text. The faculty who teach Mathematics for Health Care Professionals (MAT 115) use their own course materials and do not require a textbook in the course. The classes listed above comprise approximately 40% of the math course offerings. Faculty teaching the department's only developmental level mathematics course, MAT 097, have piloted the use of the free online graphing calculator application, DESMOS, further eliminating the financial barrier posed by the cost of a handheld graphing calculator. The department continues to research the use of DESMOS in MAT 097 and its potential use in other courses.

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During the SP/22 semester, students in MAT 100, Mathematics Seminar, studied underrepresented groups in mathematics by reading Margot Lee Shetterly's New York Times bestseller, *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*. The course provided a deep dive into the historical context dating back to World War II chronicling more than two decades' worth of time coinciding with the Civil Rights Movement during the Cold War-era for a group of black women who were pivotal in their roles as mathematicians and engineers in advancing what would ultimately become the United States' space program and the creation of NASA. The journeys of Dorothy Vaughan, Mary Jackson, Katherine Johnson, and others are detailed as their careers evolved while navigating environments fraught with the challenges of both segregation and gender norms of the period. The class met once per week, for 50 minutes, and was conducted in a discussion-based format.



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When the FLCC History, Culture, and Diversity series hosted the February 24, 2022, online talk about the Tuskegee Airmen, featuring original Tuskegee airman, Lt. Col. James H. Harvey, the class was able to discuss his experiences and their connection to the themes of the text. A true highlight of the semester was when Dr. Scott Williams, Full Professor Emeritus at the University of Buffalo, visited the class to share a bit about his vast career as a mathematician. Having published 50 research articles, being the recipient of the SUNY Chancellor's Award for Excellence Teaching, and the creator of the website Mathematicians of the African Diaspora in 1997, Dr. Williams delighted the students and math faculty in attendance with his fascinating experiences.

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To encourage a more interactive environment for remote learning with a high-risk population in terms of course completion, a department member requested iPads be provided by the college to offer her remote MAT 097 students the same advantage to communicate with her during class via collaborative whiteboards use that her in-person students realize. The technology couldn't be implemented in time for her FA/22 section, and a SP/23 remote section was unfortunately cancelled due to low enrollment. However, a smaller class size in her remote MAT 145 class this semester has offered her the perfect opportunity to pilot the iPads. Several students have received them and so far, they have had a very positive effect on her ability to see their work during class, in real time, and give immediate feedback as if they were in the classroom together.

Business

Diversity Equity & Inclusion assignments and lessons from the business department

BUS 124 Organizational Behavior: Chapter 2 Homework:

Which do you think is more important to team performance, surface-level or deep-level diversity? why?

How can diversity create a competitive advantage for a firm?

If a subordinate came to you and said that they felt the company's new diversity hiring initiative was unfair and would compromise their well-deserved opportunities for advancement, how would you respond?

BUS 126 and BUS 231-Tides Report Card-Looks at race/gender and diversity in professional sports.

<https://www.tidesport.org/racial-gender-report-card>

BUS 120: Students research a foreign country based on their initials and look into the diversity of that chosen country, the culture, language, religion to get a better global perspective.

Bus 240: Reflection report within one module, centering on a chapter titled "Leading Diversity and Inclusion." Students pick from a number of topics within the chapter.

Bus 221: Reflection report within one module, centering on a chapter titled "Diversity in Organizations." Students pick from a number of topics within the chapter.

ACC-212: Lessons that discuss land banks that form partnerships to help deal with racial disparities. Land banks are public authorities or non-profit organizations created to acquire, hold, manage, and sometimes redevelop property to return these properties to productive use to meet community goals, such as increasing affordable housing or stabilizing property values.

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CUL-145: Explore the most influential cultures and flavor profiles from around the globe. Learn to identify the distinctly different and common ingredients that identify each major cuisine, while practicing traditional and modern techniques to produce contemporary restaurant quality menu items. This course also discusses why food is an important part of various cultures.

CUL-270: Students will learn food service supervisory management as well as human resources in the culinary field. Students will hear from guest speakers that have opened various types of businesses and learn about both the challenges and rewards of starting a business. This course also discusses the wide range of diversity that is within the Hospitality industry.

BUS-147: Students need to develop a business plan. As a part of this plan, they must research an area and include the demographics of that area. This has them taking a deep dive into areas such as race, gender, immigration status, socioeconomic status, and age.

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Science & Technology

The Science and Technology department has been working to support Diversity, Equity, and Inclusion at FLCC in multiple ways. Professor Selim Araci, the coordinator and professor for the AS Engineering Sciences program, has been developing a series of lecture notes to include some diversity topics and assignments into the ESC 100 Intro to Engineering course. These will be implemented in fall 2023. Here are the topic titles:

- Diversity in engineering
- Engineering designs for accessibility
- Women in mathematics
- Contribution of other cultures to the field of mechanics
- Prominent computer scientists from diverse backgrounds
- Civil engineering projects involving diversity
- Women in science
- Prominent electrical engineers from diverse backgrounds

In the area of Physics instruction, Professor Trevor Johnson-Steigelman has been developing materials that are accessible and utilize the principles of universal design. Many of our physics offerings are now available in online or remote modalities, and Professor Johnson-Steigelman has been specifically working through materials to make them accessible in the following ways:

- Links to OneDrive PowerPoint Lectures (gaining all Microsoft Accessibility features).
- Updates to PowerPoint Lectures (image tags, reading order on pages)
- Updates to .pdf handouts (proper headings, alternative image tags)
- Captioning videos

In the area of Biology, Professor Kellie Gauvin has added nuance to the topic of sex determination. She says, “When I teach biological sex determination, I present case studies of people who are outside the binary and show that the system is not as simple or as binary as people think.”

We recognize that DEI topics affect all aspects of the college, not just the student experience. Employees of the college benefit from increased accessibility, too. One employee said, “The Science and Technology Department has been responsive and understanding in the interactive

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process that comes with ADA accommodations. Although difficult for a department spread across two campuses and with a very large membership of employees, the Science and Technology Department has tirelessly included ADA-accommodated remote workers who would have previously been marginalized by the in-person only work environment that preceded COVID. The chair has been welcoming and open to conversations regarding ADA accommodations, often coming up with new solutions for inclusion. This has eliminated the need to ‘fight’ for accommodations in departmental activities, increasing the contribution ADA-accommodated remote workers can have in the department, and decreasing the stress that comes along with trying to navigate an ableist work environment.”



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Goal 4

DEI Professional Development for Faculty and Staff: Provide educational opportunities focused on aspects of social identity, implicit bias, social justice, and equitable outcomes for campus personnel.

Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

Objective 4: Improve engagement and interaction between the college and community

Objective 5: Ensure organizational sustainability

Strategic Objective

Provide training on various DEI topics to foster better understanding within the greater campus community.

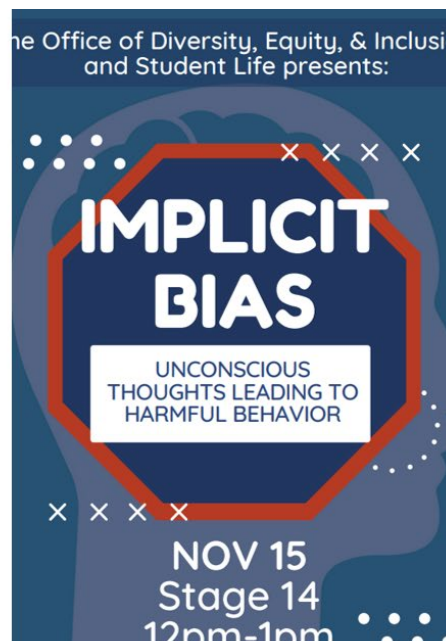


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Chief Diversity Officer Programs in Collaboration with Student Life

DEI Professional Development on the FLCC campus has provided numerous opportunities for students, faculty, and staff to engage in meaningful dialog around social identity, difference, empathy, understanding, and advocacy. As a campus community, we have also taken the time to address the impact of COVID-19 on the world of higher education. Below are some featured programs.



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AALANA (African America, Latinx, Asian, and Native American) is a multicultural student organization that is focused on bringing college-wide cultural awareness of the heritages, traditions, and livelihoods of the mentioned ethnicities. This organization ensures that students who identify as AALANA have a voice on campus, feel culturally connected and represented on campus, learn more about their cultures and share information about their cultures to the larger student body. AALANA establishes an environment that embraces their cultures. AALANA empowers African American, Latino, Asian and Native American students, by providing leadership roles/opportunities to plan events/programs that are culturally relevant and educational. AALANA celebrates diversity and ensures that all people are treated with equality and with respect.

Campus Centers Supporting the Charge



**Under the leadership of Donald Emirbayer
Victor Campus Center continues to host an annual event to
connect with students from the Urban League of Rochester!**



**Urban League of
Rochester, N.Y., Inc.**

The mission of the Urban League of Rochester, NY, is to enable African-Americans, Latinxs, the poor, and other disadvantaged to secure economic self-reliance, parity and power, and civil rights. FLCC's Victor Campus Center continues partner with the Office of Diversity, Equity, & Inclusion, and the Office of Career and Workforce Solutions to host visits and presentations for students partnered with the Urban League of Rochester.

Esports Supporting DEI



Michael Van Etten, Assistant Professor

In addition to his years of international experience, Canandaigua native Michael Van Etten continues to provide leadership for the FLCC Esport Team.

Go Lakers!

eSports - Leagues

Several Collegiate-Competitive eSports Leagues have emerged from the pack and are specifically tailored to serve the FLCC student demographic.

- The NJCAAe, SUNYe, and possibly ECAC, Overwatch Collegiate, CR6, and more that we are watching very carefully!
- The NJCAAe and SUNYe are distinct organizations that mimic the policies, procedures, organization, and structure of their parent programs. (*NJCAA, etc*). We are seeing eSports shaping up to resemble their traditional athletics counterparts, but in an entirely new space.

FLCC eSports Analytics

- 14 Teams/Programs, 80 Contracted Student Athletes Total. (*As of Fall 2022*).
- 15-week academic semester, not including weekend events.
 - Practice Times: 10-12 hours per week per Program.
 - Match Times: 2-4 hours per week.
 - Activities and Meetings: 2-4 hours per week.

Note, students are extremely likely to go home and practice on personal equipment.

We consider this time to be “unofficial” but acknowledge it readily exists.

- Conservative Estimates: 14 hours per week, per student, per (15-week) semester.
 - 210 Student-Hours per Semester, with 80 Contracted Students.
 - 16,800 Student-Hours per Semester in FLCC eSports this Fall 2022.
 - Dedicated lab use 5-6 days per week, from 5:00pm to 10:00pm.

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Demographics

- 80 Contracted Student Athletes (*Fall 2022*)
 - Increase from 2019 (50), 2020 (18), 2021 (68).
- Students Served in All-Student Events
 - At least 1 “all-student” event per month in cooperation with FLCC Student Corporation.
- Academic Program Examples (*Fall 2022*)
 - Game Programming and Design
 - Culinary Arts
 - Computer Sciences
 - Networking and Cybersecurity
 - Business Administration
 - Liberal Arts / General Studies
 - Music (*Performance and Recording*)
 - Many More! (*Horticulture, New Media, Psychology, Criminal Justice, Culinary, Nursing*).

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Demographic Advantages

- The **age** of a student is **not a factor** in competitive eSports. (*NJCAAe, SUNYe, etc.*)
- The **sex/gender/identification** of a student is **not a factor** in competitive eSports. (*NJCAAe, SUNYe, etc.*)
- The **physical condition** of a student is **not a factor** in competitive eSports. (*NJCAAe, SUNYe, etc.*)
- The **physical location** of a student is **not a factor** in competitive eSports. (*NJCAAe, SUNYe, etc.*)
- **Previous experience, expertise, or excellence** are **not factors** in competitive eSports. (*NJCAAe, SUNYe, etc.*)
- **Roster caps, team sizes, and program limits** are **not factors** in competitive eSports. (*NJCAAe, SUNYe, etc.*)
- **FLCC eSports serves student demographics currently underserved** by traditional athletics programs!



FLCC eSports - Status Report - Fall 2022

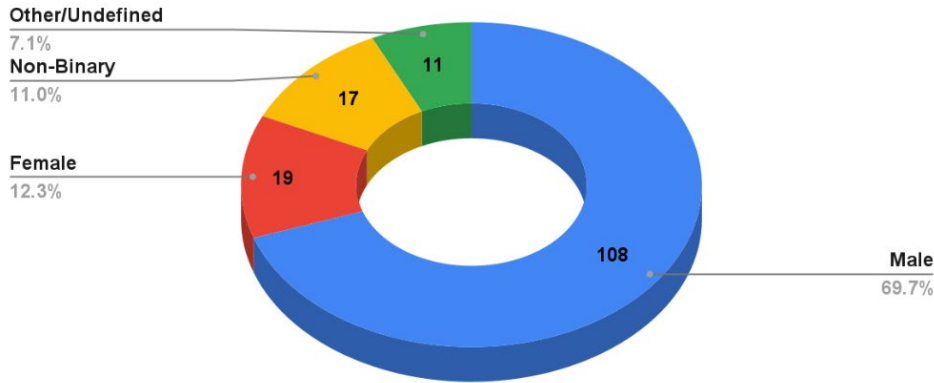
Dr. Samantha Boccacino - Coach Sean Marren - Professor Michael Van Etten - Assistant Coach Burdock Broughton

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FLCC eSports - Identification Survey (Fall 2022)

Informal Survey of eSports Discord Server Roles - Self Identified (Fall 2022 Data Set)

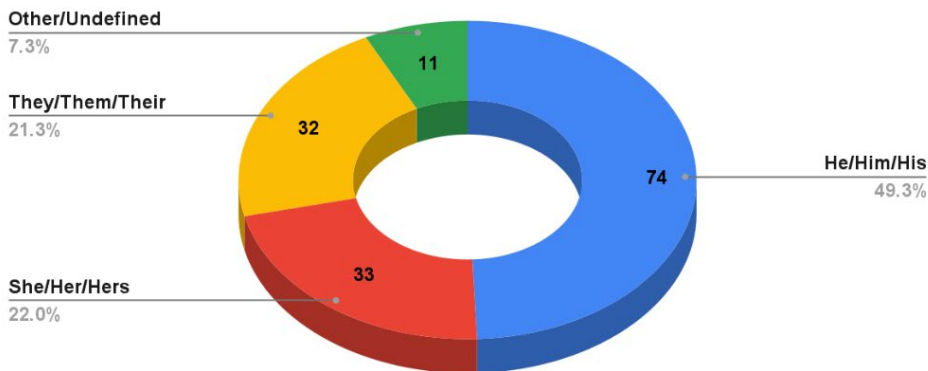


(Data derived from voluntary self-identification, does not represent the entirety of the FLCC eSports Cohort.)
(Note that gender identification does not imply correlation with preferred pronoun usage.)



FLCC eSports - Pronoun Survey (Fall 2022)

Informal Survey of eSports Discord Server Roles - Self Identified (Fall 2022 Data Set)



(Data derived from voluntary self-identification, does not represent the entirety of the FLCC eSports Cohort.)
(Note that gender identification does not imply correlation with preferred pronoun usage.)



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The Office of Student Life

DEI Efforts for Spring & Fall 2022

Tuesday Trivia (both Spring 2022 and Fall 2022)

Tuesday Trivia is offered every other week during each academic semester, online and asynchronous via Kahoot. Students can play whenever they can during the 24-hour period to make it accessible to all our students. There are three themed rounds and one “miscellaneous” round for each game. The themed rounds are meant to be educational in nature and apply to topics that are timely for the timeframe in which that game is offered. Some DEI-related themes offered in 2022 include: Chinese New Year, Black History Month, World Facts, All About Colombia, Women’s History Month, Dance Around the World, Arab American Heritage Month, Chinese Language, Asian American and Pacific Islander Heritage Month, Mental Health Awareness Month, LGBTQ History Month, Dia de los Muertos, Veterans Day, and Human Rights Day.



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Multicultural Week is a long-standing tradition of Student Corporation, hosted the first week in March each year. For 2022, SCAC hosted three events during this week including Tuesday Trivia, a Genealogy Workshop, and a Movie and a Meal event showing the film “Encanto.”

Inclusion programs included Title IX: One Love Behind the Post: On how social media can skew our view of the relationships around us and, in some cases, influence our decisions to stay in unhealthy one. Students gathered in person and online for a dynamic event exploring perception vs. reality, and the signs of an unhealthy relationship.

April 2022: The Clothesline Project is a visual display to increase awareness of the impact of violence against others, to celebrate a survivors' strength to continue and to provide another avenue for them to courageously break the silence that often surrounds their experience. This annual event is co-hosted by the offices of Student Life and Community Standards & Counseling.

Each year, Student Corporation and SCAC host a voter registration event on National Voter Registration Day, held September 20 in 2022. We have voter registration forms in English and Spanish, provided by Ontario County Board of Elections. Student Corporation pays the postage to submit all forms completed by students.

SCAC hosted an Intent Bracelet Making event for World Mental Health Day. Student were able to select a word they found meaningful, aligning with a goal or identity, to stamp on a bracelet that they would wear daily and serve as a reminder, a motivator, and/or a comfort.

Professional Development through the National Association of Campus Activities. Four student leaders from Student Corporation accompanied by one staff Advisor attended the NACA Northeast Regional

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Conference in October 2022. The conference allows student and staff delegates to attend workshops, and view speakers/performers on a variety of DEIA topics, with the goal of their own personal and professional development and bringing these ideas back to campus to share with the student body.

Co-sponsored annual DEI speaking series with the Chief Diversity Officer- these were monthly sessions on topics for staff/faculty and students to come together to learn. Topics included: cultural appreciation vs. cultural appropriation, living with autism, voices of LGBTQ+, political diversity, and more.

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Other efforts from the Student Life area:

For Laker Day in April 2022, Student Life and the Center for Student Well-Being partnered to host a film screening and discussion of “Autism Goes to College,” to offer students and employees an eye-opening look at what a growing number of neurodiverse students are bringing to campus.

The assistant director continued participation in Leadership Ontario, January – June 2022, learning about every aspect of Ontario County and our community – education, DEI, community health, demographics and poverty, economic development in agriculture, and more – and some of the challenges and opportunities experienced by our residents.

Members of the Student Life team engaged in a variety of professional development webinars around DEI topics, including creating accessible online learning content (for our Warrior Series), a full day Supporting Transitioning and Returning Service members (STARS) Workshop, took part in small version of Safe Zone training. Was asked to present a staff training for the Wayne BOCES Guidance Counselors on the Cass theory of Coming Out as well as held a topical conversation about the issues facing LGBTQIA youth.

Social Media DEI Posts & Data (*data reports in reverse- so this goes from December 2022-Feb 2022*)

1. December 22nd- Happy Holidays
 - a. 37 Facebook Reaches
 - b. 149 Instagram Reaches
2. November 10th- Send Silence Packing
 - a. 152 Facebook Reaches
 - b. 419 Instagram Reaches
3. November 3rd- Sunflower Awareness
 - a. 31 Facebook Reaches
 - b. 195 Instagram Reaches
4. October 20th- Purple Thursday
 - a. 37 Facebook Reaches
 - b. 152 Instagram Reaches
5. October 13th- Diversity Discussion LGBTQ+
 - a. 30 Facebook Reaches
 - b. 137 Instagram Reaches
6. September 22nd- Warrior Series
 - a. 103 Facebook Reaches
 - b. 189 Instagram Reaches
7. September 15th- Diversity Discussion Toxic Masculinity



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- a. 32 Facebook Reaches
- b. 232 Instagram Reaches
8. May 3rd- Diversity Discussion LGBTQ+
 - a. 37 Facebook Reaches
 - b. 97 Instagram Reaches
9. April 19th- Tasting Tuesday
 - a. 30 Facebook Reaches
 - b. 124 Instagram Reaches
10. April 19th- Diversity Discussion- Living with Autism
 - a. 32 Facebook Reaches
 - b. 80 Instagram Reaches
11. April 15th- Passover
 - a. 30 Facebook Reaches
 - b. 77 Instagram Reaches
12. April 5th- Clothesline Project
 - a. 29 Facebook Reaches
 - b. 112 Instagram Reaches
13. March 31st- Women's History Month
 - a. 37 Facebook Reaches
 - b. 114 Instagram Reaches
14. March 17th- One Love Workshop
 - a. 34 Facebook Reaches
 - b. 96 Instagram Reaches
15. March 2nd- Genealogy Workshop
 - a. 37 Facebook Reaches
 - b. 117 Instagram Reaches
16. March 1st- Diversity Discussion Cultural Appropriation
 - a. 33 Facebook Reaches
 - b. 79 Instagram Reaches
17. February 17th- Black History Month
 - a. 41 Facebook Reaches
 - b. 226 Instagram Reaches
18. February 1st- Diversity Discussion Mental Health
 - a. 47 Facebook Reaches
 - b. 103 Instagram Reaches



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Goal 5

Improve Campus Climate/Culture: With a focus on student, faculty, and staff retention, FLCC will work to explore new opportunities targeted at success and interconnectedness within the campus community.

Strategic Plan Alignment

Objective 1: Improve student retention and persistence

Objective 2: Meet the needs of underserved populations

Objective 3: Meet the needs of high demand sectors in our region

Objective 4: Improve engagement and interaction between the college and community

Objective 5: Ensure organizational sustainability

Strategic Objective # 1

Utilize Data-Informed Initiatives (GCTWF Survey) to Improve Employee Experience at the college

Strategic Objective# 2

Building a Sense of Community on Campus and within Housing



The Suites at Laker Landing



Housing is an essential part of the student experience. Our staff in the Suites at Laker Landing are working to support Diversity, Equity, and Inclusion at the highest level. Here are some initiatives below:

Medical Accommodations

Throughout its practice, Housing and Residential Life welcomes and encourages individuals with disabilities to live in the residence hall. To the fullest extent possible, Association Housing seeks to provide accessible housing to meet the needs of everyone and provides avenue for residents to seek accommodations allowing them to better experience and enjoy their time in the residence hall. Accommodations may include physical implements or modifications, exception to requirements or policy, or additional provision or allowance including Emotional Support Animals.

Preferred Name

Since 2014, Housing and Residential Life has welcomed residents to use a preferred name; to have that name on file with the department and have it used in all internal applications including, rosters, door decorations, name tags, and communications.

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Gender Identity

Since 2014, Housing and Residential Life has welcomed residents to freely express their gender, to have that gender identity affirmed and on file with the department and have it used in all internal applications, specifically, in assignment. Residents are assigned based on how they identify and are included in that process, so they are most comfortable with binary assignment, or they can elect to be assigned in Gender Inclusive Housing.

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Gender Inclusive Housing

Fall of 2022, Housing and Residential Life offered Gender Inclusive Housing as an assignment option and 13% of our total Fall 2022 population were housed in this arrangement. The general premise of Gender Inclusive Housing is to provide an assignment option irrespective of gender identification.

Programming Model

Part of creating a community that espouses its values is to have them manifested in the way it administers and programs. Housing and Residential Life provides an enriching living environment through a variety of programmatic efforts. One such effort is through student staff, Resident Assistant (RA), programming. Under professional staff (Resident Director RD) guidance and supervision, the RAs use a programming model that focuses on six (6) “core elements”- Citizenship, Interpersonal, Diversity, Learning, Wellness, and Discovery. DEI subject matter is also reflected in our list of possible Life Workshops opportunities.

DEI Series and Interoffice Partnerships

The Office of Housing and Residential Life considers the Chief Diversity Officer and their office as an invaluable resource. To that end, Housing and Residential Life has partnered with the Chief Diversity Officer to co-sponsor DEI sessions and programs within the residence hall. Additionally, all professional members of Housing and Residential Life have regularly consulted with the Chief Diversity Officer for perspective and insight in execution of their duties including, training, conduct, programming, communications, and general resident body wellbeing.

RA Training and In-Service

The Resident Assistant (RA) training and In-Service programs have always incorporated targeted subject matter delivered by content experts to best prepare the staff to engage a diverse array of individuals and circumstances. Specific topics include DEI, student services, mental health, suicide awareness and prevention, Title IX Sexual assault/Sexual misconduct, and awareness.

DEI Consciousness

The Office of Housing and Residential Life makes a concerted effort to promote and incorporate the values of Diversity, Equity, and Inclusion in its general effort to afford our residents opportunity to engage. Events hosted or presented by other office on Campus, especially those of the Office of DEI are widely promoted and marketed within the residence hall. The Office of Housing is also interested in resident perspective. To this end, Housing and Residential Life has hosted Town Hall meetings for the resident body and executed engagement and climate surveys.

DEI Grants Making an Impact



Mary Beth Phillips, Director of Grants Development

In January 2022, FLCC was approached to be part of a consortium grant through the Lumina Aspire project. “Lumina Foundation believes that education provides the basis for individual opportunity, economic vitality and social stability” (Lumina Foundation, n.d.). Lumina tends to focus their efforts in a proactive nature to leverage large-scale systemic change. The purpose of the Aspire Grant was to introduce and recruit graduate students of color into the field of instructional teaching at a community college level.

With the assistance of Suronda Gonzalez, Executive Director of Upstate New York College Collaboration (UNYCC), of which Finger Lakes Community College is a member, Wayne Hilson, Vice President for Culture, Communication and Belonging at Nazareth College and Dr. Sim Covington, Chief Diversity Officer at FLCC, we embarked on a project that would fulfill the mission of the Lumina Foundation Aspire Grant. We had only a matter of weeks to pull this project together, and our initial application included a plan to pair Education Graduate students at Nazareth College with STEM instructors here at Finger Lakes Community College, giving the students mentorship, guidance, and student teaching experience at the community college level.

Our application was awarded, but not until after the period had begun for implementation. This resulted in an adapted version of our original application, which now focuses on collaborative meetings with all members of SUNY and UNYCC to make them aware of the efforts to support Diversity, Equity, and Inclusion in the recruitment of STEM instructors in the postsecondary level, with particular attention to the community college level.

To be more representative of our student constituents, and, to recruit a more diverse student population, there needs to be a more diverse faculty and staff population. This effort would establish a pathway for those graduate students to follow.

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Additionally, Dr. Covington and I were able to secure a SUNY Racial Equity for Adult Credentials in Higher Education (REACH), also provided by the Lumina Foundation in April 2022. While this project got off to a slow start, we were able to provide pathways from non-credit to credit courses to assist adult students of color move from underemployment to employment to credit programs that will allow for a transition for promotion more easily.

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FLCC partnered with The Urban League of Rochester and established pathways from Certified Nursing Assistant (CNA) or Phlebotomy to an A.A.S. in Nursing, Advanced Manufacturing to Smart Systems Technologies, and Certified Teaching Assistant to Early Childhood Education.

Funding will provide for specific outreach and communication, College visits and promotional materials to attract students of color from the Rochester area through The Urban League of Rochester. We are hopeful that the knowledge of the existence of these affordable pathways will encourage students of color and aid in the economic development of our region.

Both grant ventures help with Finger Lakes Community College's efforts for increased diversity, equity, and inclusion. DEI remains a top priority of the College and one of the factors in considering grant applications for which the College applies.



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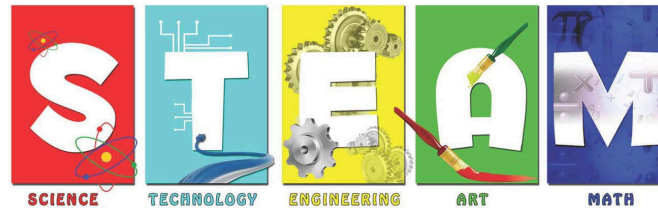


Starting in the Spring of 2023, Finger Lakes Community College is proud to be hosting the Finger Lakes Law Enforcement Academy (FLLEA). Currently a City Council Member-At-Large for the City of Canandaigua and an Associate Member of FLLEA, Dr. Sim J. Covington, Jr. served as the 2021 Keynote Speaker for the Academy Graduation and will continue to provide Implicit Bias Training for new officers. Beyond the Finger Lakes, Dr. Covington has also provided services for the Town of Dewitt Police Department and will be presenting this summer for Law Enforcement Hostage Negotiators.

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Full STEAM Ahead!



EXPLORE STEAM WITH FLCC

2022 Summer Camp in Newark: STEAM Exploration
July 25–29 for students going into grades 7–9

Camp is held daily at the FLCC Newark Campus Center
Choose from morning (8:30–11:30 a.m.) and afternoon sessions (1–4 p.m.)



SIGN UP ONLINE AT [FLCC.EDU/STEAM](https://flcc.edu/steam)

Email STEAM.camp@flcc.edu with questions

Cost: \$130 per camper, per week
Registration deadline: June 17
Cost includes a t-shirt and snack
Scholarships Available!



The summer FLCC STEAM Camps are open to all youth entering 7th, 8th and 9th grades. Need-based scholarships are available for the camps, and advertisements for the camps are available in both English and Spanish.

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Leadership Ontario



Christen Accardi, second from right, and her wonderful staff!

Leadership Ontario is a program administered by The Partnership for Ontario County. The Partnership for Ontario County, incorporated in 1998, is an independent non-profit organization, located in Canandaigua, NY. The Board of Directors and the Partnership team create, support, and administer alliances to cultivate positive social change. Our Director of Marketing and Enrollment Communications Christen Accardi is participating in the second installment of the program which includes 13 full-day sessions over the course of one year including a two-day retreat to kick off the program and end with a graduation ceremony. Each program day highlights a key focus area of Ontario County.

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Moving our Community Forward: Collective Impact for a Greater Good!



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Kelly Engert, Lisa Thomas, Erica Collins, Sim Covington, Jr., Bill Boener, Chris D’Orso, Sidney Moore

In spring 2023, Dr. Covington hosted a DEI panel for the Leadership Ontario program with pioneers from around the county, including leaders from FLCC. The event was held at Ganondagan State Historic Site. Pronounced (ga·NON·da·gan) also known as Boughton Hill, this location is classified as a Native American historic site in Ontario County, New York in the United States. It is the location of the largest Seneca village of the 17th century, housed in the present-day Town of Victor, New York.

New Inclusive Playground



The Town of Canandaigua partnered with [*Dream Big! Inclusion in Motion*](#) for the development of a new park for the community that features a completely accessible and inclusive playground that everyone can play on, regardless of their level of ability or mobility.

Dream Big! Inclusion in Motion is a local non-profit organization dedicated to providing a place in our community where ALL children, no matter their abilities, can play together. The playground in its entirety is set up to facilitate play between multiple generations and abilities. It is fully accessible and will allow individuals with mobility devices to access all parts of the playground! In support of the grand opening, Finger Lakes Community college was in attendance!

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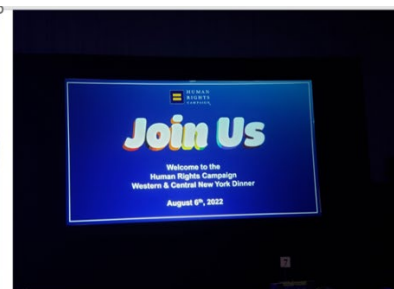
Susan B. Anthony



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College Trustee Richard Russell and Chief Diversity Officer Sim J. Covington, Jr. at the historic landmark opening event in memory of Susan B. Anthony at the Ontario County Courthouse.

Human Rights Campaign



Dr. Sim J. Covington supporting Human Rights at the HRC Dinner in Rochester, New York.

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Polar Plunge



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FLCC joined members of the community to support Special Olympics New York by raising funds from family and friends—and then splashing into the frigid waters of New York. All the money raised through the Polar Plunge® helps provide year-round sports training and competition as well as leadership, health, and inclusion programs for individuals with intellectual disabilities in your community!

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FLCC out in the community: A member of the NAACP, Dr. Sim J. Covington, Jr., Chief Diversity Officer, served as the keynote for the annual Martin Luther King, Jr. march in Geneva, New York.



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Todd Sloane
Director of Career &
Workforce Solutions

FLCC's Workforce & Career Solutions department utilized the Lumina Foundations \$75,000 PACCE Grant to set up three new community GRIT sites at the Macedon Public Library, Clifton Springs Library and Waterloo Recreation Center. These sites were selected for their access and proximity to communities with a higher proportion of underrepresented groups. The sites will offer trainings with employer validated credentials in in-demand occupations both regionally and locally.

The GRIT initiative is providing access to these trainings in local micro communities for individuals who might lack transportation to a campus center, broadband at home or a personal computer. Participation has been growing consistently, with 9 students participating in year one (2021). With the addition of the above sites, 18 enrolled in 2022, and 34 in the first quarter of 2023. Partners and locations were selected specifically because of their proximity and accessibility to adult, Black, Hispanic, and Latino, students who may not have had easy access to FLCC programming previously. Partners

provide space for students, but don't need to invest in the equipment required for quality course delivery which is provided by FLCC.

In addition, Workforce & Career Solutions has adopted the *success coach* model from the GRIT programs into most of our career credential programs. A success coach is a single point of contact for a student, who can assist them with any potential non-academic challenges that could impact completion. Success coaches are helpful to most students, but particularly first-generation college students. Several courses that used to be solely self-directed now include weekly success coach meetings to improve completion and job placement for graduates. The Workforce department has added 13 courses to its offerings through the SUNY NYCAN project. These courses will support advanced manufacturing students who want to study after completing their foundational courses. All will be delivered using the above model.

Finally, Workforce & Career Solutions received some funding for paid advertising to test methods that are most effective in reaching our target audience. In partnership with the marketing department, we've been doing this testing over the past year with the goal of reaching underrepresented groups and those in the micro-communities we are targeting with GRIT. This has already generated an increase in enrollment. Later this year we will be able to analyze the results to target future dollars to maximize our return for our targeted groups. Lessons learned from this investment, will carry over in part for the entire college.

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Jacqueline M. Tiermini
Liaison of K-14 Outreach and
Partnerships/Professor

K-14 Connection

FLCC continues to support efforts designed to strengthen the relationship between the College and the area school districts. Currently, the part-time Liaison of K-14 Outreach and Partnerships seeks opportunities to connect with the area schools and the local community to increase opportunities for K-12 students, most of which support diversity, equity, and inclusion. These connections generally include the liaison's participation in a variety of committees and events to offer voice and perspective:

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District/Regional Committees

- **Professional Development Committees:** Geneva, Marcus Whitman, Midlakes, Naples
- **Regional Instructional Council** (25 Districts in the W-FL BOCES Region)
- **Geneva 2030** – College and Career Readiness Collective Action Network
- **Wayne County Partnership for Strengthening Families** – Community Schools Workgroup; STEADY Work Advisory Group
- **Urban League of Rochester** – YouthBuild Liaison

FLCC Committees

- **ArtSpace36 Advisory Board**
- **High School Guidance Counselor Advisory Group**
- **Strategic Enrollment Planning Committee** – Co-Chair of the K-12 Working Group; member of the Strategic Enrollment Management Plan Committee
- **Chief School Officers – Finger Lakes Group**



Student Events

- **Early College and Career Awareness Program:** student visits Grades 5-10
- **Career Expo (Victor Campus Center):** High school students
- **“What’s Next” Summer Camp (Geneva 2030/Hobart & William Smith):** High school students
- **College Visits (Geneva 2030/Hobart & William Smith):** 9th graders
- **Finger Lakes Works with Their Hands (Finger Lakes Workforce Investment Board):** Middle and high school students

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Summary

Finger Lakes Community College continues to make strides toward inclusive excellence as a campus community. As an organization, we continue to celebrate our connections to the greater community and uphold that in a diverse culture, the definition of community includes individuals who represent various identities. This includes — but is not limited to — age, ethnicity, race, gender expression and identity, language, learning preference, mental and physical ability, national origin, religion, sexual orientation, socioeconomic status, and veteran status. With an increased presence of a diverse student body, staff, faculty, and administration, in addition to curriculum and programs intended to ensure, engage and honor all ways of existing, such evidence indicates we are moving the college forward. Through numerous learning opportunities, FLCC is building upon our capacity to support DEI as a Predominately White Institution, and we are committed to promoting civility as we address matters of social justice, social identity, and diversity.